

Professional Development Director/Coordinator Evaluation Framework

DOMAIN 1 FOR PROFESSIONAL DEVELOPMENT DIRECTOR/COORDINATOR: PLANNING AND PREPARATION				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of current trends in education and professional development	Professional development director/coordinator demonstrates little or no familiarity with trends in education and professional development.	Professional development director/coordinator demonstrates basic familiarity with trends in education and professional development. Professional development director/coordinator demonstrates thorough knowledge of trends in education and professional development.		Professional development director/coordinator's knowledge of trends in education and professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Establishing goals for the professional development of teachers and schools appropriate to the setting and the teachers served	Professional development director/coordinator has no clear goals for professional development or they are inappropriate to either the situation or the needs of teachers and schools.	Professional development director/coordinator's goals for professional development are rudimentary and are partially suitable to the situation and the needs of teachers and schools.	Professional development director/coordinator's goals for professional development are clear and are suitable to the situation and the needs of teachers and schools.	Professional development director/coordinator's goals for professional development are highly appropriate to the situation and the needs of teachers and schools. They have been developed following consultations with administrators and teacher leaders.
1c: Demonstrating knowledge of resources.	Professional development director/coordinator demonstrates little or no knowledge of resources available for teachers to advance their skills.	Professional development director/coordinator demonstrates basic knowledge of resources available for teachers to advance their skills.	Professional development director/coordinator is fully aware of resources available in the larger professional community for teachers to advance their skills.	Professional development director/coordinator actively seeks out new resources from a wide range of sources to enrich teachers' skills.

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1d: Planning the professional development program in alignment with school improvement plans and developed in collaboration with administrators and teacher leaders.	Professional development director/coordinator's planning process for professional development consists of a random collection of unrelated activities, lacking coherence and alignment with school improvement plans, and has not been developed following consultation with administrators and teachers.	Professional development director/coordinator's planning process for professional development includes a number of worthwhile activities aligned with school improvement plans and has been developed following consultation with some administrators and teachers.	Professional development director/coordinator's planning process for professional development is well designed to support teachers in the improvement of their instructional skills. Plans are aligned with school improvement plans and have been developed following consultation with a majority of administrators and teachers.	Professional development director/coordinator's planning process for professional development is well designed to support teachers in the improvement of their instructional skills. Plans are aligned with school improvement plans and have been developed following consultation with most administrators and teachers.
1e: Developing a plan to evaluate professional development programs.	Professional development director/coordinator has no plan to evaluate professional development programs or resists suggestions that such an evaluation is important.	Professional development director/coordinator has a rudimentary plan to evaluate professional development programs.	Professional development director/coordinator has a plan to evaluate professional development programs organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Professional development director/coordinator's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the professional development program on an ongoing basis.

DOMAIN 2 FOR PROFESSIONAL DEVELOPMENT DIRECTOR/COORDINATORS: THE ENVIRONMENT				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the professional development director/coordinator, fearing that such a request will be treated as a sign of deficiency.	Relationships with the professional development director/coordinator are cordial; teachers don't resist initiatives established by the professional development director/coordinator.	Relationships with the professional development director/coordinator are respectful, with some contacts initiated by teachers.	Relationships with the professional development director/coordinator are highly respectful and trusting, with many contacts initiated by teachers.

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2b: Establishing a culture for ongoing instructional improvement	Professional development director/coordinator conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the professional development director/coordinator.	Professional development director/coordinator promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Professional development director/coordinator has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the professional development director/coordinator, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Professional development director/coordinator has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Professional development director/coordinator's efforts to establish norms of professional conduct are partially successful.	Professional development director/coordinator has established clear norms of mutual respect for professional interaction.	Professional development director/coordinator has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space for workshops or training	Professional development director/coordinator makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Professional development director/coordinator makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Professional development director/coordinator makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
2f: Communicating and interacting with colleagues and stakeholders (agency staff, teachers, administrators, NDE, ESUPDO)	Professional development director/coordinator communicates and interacts ineffectively with colleagues and stakeholders.	Professional development director/coordinator communicates and interacts with colleagues and stakeholders.	Professional development director/coordinator communicates and interacts efficiently and effectively with colleagues and stakeholders.	Professional development director/coordinator is highly efficient and effective in communicating and interacting with colleagues and stakeholders.

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DOMAIN 3 FOR PROFESSIONAL DEVELOPMENT DIRECTOR/COORDINATORS: DELIVERY OF SERVICE				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Collaborating with teachers in the design of instructional units and lessons	Professional development director/coordinator declines to collaborate with classroom teachers in the design of instructional lessons and units.	Professional development director/coordinator collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Professional development director/coordinator initiates collaboration with classroom teachers in the design of instructional lessons and units.	Professional development director/coordinator initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new instructional skills	Teachers are not engaged in professional learning.	Professional development director/coordinator's efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Professional development director/coordinator's workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the professional development director/coordinator's workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the professional development director/coordinator's workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the professional development director/coordinator's workshops is uniformly high and appropriate to the needs of the teachers being served. The professional development director/coordinator conducts follow-up work with teachers.

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3d: Locating resources for teachers to support instructional improvement	Professional development director/coordinator fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Professional development director/coordinator's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Professional development director/coordinator locates resources for instructional improvement for teachers when asked to do so.	Professional development director/coordinator is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Professional development director/coordinator adheres to his plan, in spite of evidence of its inadequacy.	Professional development director/coordinator makes modest changes in the program when confronted with evidence of the need for change.	Professional development director/coordinator makes revisions to the program when it is needed.	Professional development director/coordinator is continually seeking ways to improve the program and makes changes as needed in response to administrator or teacher input.

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DOMAIN 4 FOR PROFESSIONAL DEVELOPMENT DIRECTOR/COORDINATORS: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Professional development director/coordinator does not reflect on practice.	Professional development director/coordinator's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Professional development director/coordinator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Professional development director/coordinator makes some specific suggestions as to how the program might be improved.	Professional development director/coordinator's reflection is highly accurate and perceptive, citing specific examples. Professional development director/coordinator draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting grant applications and reports	Professional development director/coordinator does not follow established procedures for preparing and submitting grant applications and reports.	Professional development director/coordinator's efforts to prepare and submit grant applications and reports are partially successful, following established procedures. Reports are sometimes submitted on time.	Professional development director/coordinator's grant applications and reports are completed following established procedures. Reports are submitted on time.	Professional development director/coordinator's grant applications and reports are completed following established procedures. Reports are submitted on time.

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4c: Coordinating work with other professional development director/coordinators and school personnel	Professional development director/coordinator makes no effort to collaborate with other professional development directors/coordinators and school personnel.	Professional development director/coordinator responds positively to the efforts of other professional development directors/coordinators and school personnel.	Professional development director/coordinator initiates efforts to collaborate with other professional development directors/coordinators and school personnel.	Professional development director/coordinator takes a leadership role in coordinating projects with other professional development directors/coordinators and school personnel.
4d: Participating in a professional community	Professional development director/coordinator's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in ESU events and projects	Professional development director/coordinator's relationships with colleagues are cordial, and the specialist participates in ESU events and projects when specifically requested.	Professional development director/coordinator participates actively in ESU events and projects and maintains positive and productive relationships with colleagues.	Professional development director/coordinator makes a substantial contribution to ESU events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Professional development director/coordinator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Professional development director/coordinator's participation in professional development activities is limited to those that are convenient or are required.	Professional development director/coordinator seeks out opportunities for professional development based on an individual assessment of need.	Professional development director/coordinator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing professionalism, including integrity and confidentiality	Professional development director/coordinator displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Professional development director/coordinator is honest in interactions with colleagues and respects norms of confidentiality.	Professional development director/coordinator displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Professional development director/coordinator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.